

POW's, became emaciated from extreme hunger and his health declined. Dysentery, infections, work injuries, and TB ravaged the men held by the Nazis in the dreaded stalags and Raymond Johnson was not immune. By the spring of 1945, near death, weighing only 98 pounds, suffering from dysentery and having lost all of his teeth because of malnutrition, Raymond and most of his comrades had survived almost 2½ years as prisoners of war, subjected to constant hardship and Gestapo interrogation. Prisoners were dying at the rate of three or four dead a day. Still, secure in his faith in both God and country, Raymond did not give up hope that he would be liberated and see his home and family again. Raymond's prayers would not go unanswered. As the Irish proverb goes, "God is just but He takes His time."

Almost as suddenly as he became a prisoner of war, events transpired that would change Raymond's life for the better. On Friday, April 13, 1945, Raymond's prayers were answered. The men of Nazi Stalag 3B heard thunder in the distance. In a state of panic, German guards began shooting some prisoners and locked the rest in their barracks as the thunder loomed nearer. That thunder soon was recognized as artillery fire. The artillery fire became the sounds of tanks in battle. The sounds of tank fire transformed into the sound of tank treads. The tank treads became so loud that the POW's huddled on the floor together fearing that the Germans would make good on their threat to kill them before they could be liberated. The commotion outside the barracks was so loud that many of the men later reported being almost deafened until the next sound that they heard was the barracks doors being thrown open and an American GI yelling, "You're safe now, boys. We've come to take you home!" A day that is feared by the superstitious of the world, Friday the 13th, thereafter became Raymond's special day for the rest of his life.

Although liberated, Raymond's life still weighed in the balance. At the fittingly named Camp Lucky, Raymond almost died from his state of malnutrition several times. After 3 harrowing weeks, medics finally approved Raymond to be placed aboard a hospital ship heading for America. Enroute, men continued to die and were buried at sea. Contemplating the hardships he had endured, Raymond feared that it would be both senseless and ironic if he should die at sea before seeing his family again. Raymond continued to pray that God would spare his life. Once again Raymond's prayers were answered.

This story would end here and would not be of note had it not been for one simple thing. A nation anxious to return to normal, eager to discharge veterans as quickly as they could be brought back home from the war in Europe and the Pacific, became a nation too busy to honor its heroes. Raymond Johnson never received the recognition that he deserved for serving his country with distinction and honor in both its saddest and finest moments.

Raymond Johnson eventually regained much of his health. However, doctors told him that he would never be the same after having suffered the fate of Nazi prison camps. Humbly, Raymond went on with his life, devout in his faith, and proud of his service to his country. Like most veterans, Raymond did not complain much. They were just thankful to be home with their families. In fact, Raymond

Johnson lead a modest but happy life, barely speaking of his experiences in the Nazi stalags. Few people could have guessed what the war had been like for Raymond.

Unfortunately, Raymond left this life on October 20, 1981, after suffering from cancer. Today, Raymond Johnson is survived by his widow, Mildred Johnson of Fort Walton Beach, FL, who attends St. Mary's Catholic Church regularly and is active in the Legion of Mary. Raymond was fortunate to have seven children, four sons, Robert, a teacher in Fort Walton Beach, Dennis a postal worker, a Roman Catholic Priest, Kevin, and Thomas who works for the State of Florida, and three daughters, Sandra, Katherine, and Mary, as well as 10 grandchildren, including a namesake, Raymond. While it may be too late to honor Raymond Johnson personally, this Christmas season I am pleased to be able to present to his family the medals and awards that this hero has been owed for over 50 years—the Bronze Star Medal, the Prisoner of War Medal, the World War II Victory Medal, and the coveted Combat Infantryman's Badge. These decorations pale in comparison to the gift that Raymond gave his country but they are all that a humble nation can give to pay tribute to one of its heroes. I am pleased to know that the First Congressional District of Florida can boast of the merits of an American the likes of Raymond Johnson and his fine family. Mr. Speaker, we owe this man, and all of our Nation's veterans our most sincere thanks and gratitude.

TRIBUTE TO LINCOLN TECHNICAL INSTITUTE ON ITS 50TH ANNIVERSARY

HON. BOB FRANKS

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Monday, December 18, 1995

Mr. FRANKS of New Jersey. Mr. Speaker, I rise today to recognize Lincoln Technical Institute, the largest training company in the Nation, on its 50th anniversary.

Lincoln Technical Institute [LTI] was founded in Newark, NJ, in 1946 to provide returning war veterans with practical job skills. Since that time, the institute has grown to develop and offer one of the Nation's most innovative and effective job training programs at 14 schools in 6 States.

The first programs offered in 1946 trained veterans in the fields of heating and air-conditioning. Training in automatic transmissions was added soon after. That began LTI's expertise in the automotive field. Over the years, courses in electronic and computer technologies and mechanical and architectural drafting have been added. In 1993, LTI acquired the Cittone Institute which added office focused programs such as court reporting and computerized accounting skills training. Today, LTI offers specialized training in 12 fields.

Students at LTI come from many different stages of life. Some are recent high school graduates that enroll in LTI to start their career. Others decide to make a career change and attend LTI to learn the skills necessary for their new profession. There are also a number of students who go to LTI through their employers in an effort to improve their skills.

Most impressive is that over 90 percent of LTI's graduates are working in the fields for

which they trained. This reflects not only the quality of the students, but the faculty, curriculum and state-of-the-art equipment LTI uses in its schools and classrooms.

I commend Lincoln Technical Institute for its dedication to the education and training of its students. In the competitive job market of the 1990s, Lincoln Technical Institute is essential to help many Americans reach their career objectives. I urge my colleagues to join me in wishing this fine institution a happy anniversary and another 50 years of continued success.

BILINGUAL EDUCATION'S FATAL FLAWS

HON. TOBY ROTH

OF WISCONSIN

IN THE HOUSE OF REPRESENTATIVES

Monday, December 18, 1995

Mr. ROTH. Mr. Speaker, I rise today to call the attention of my colleagues to the excellent article on bilingual education that appeared in the September 25, 1995 U.S. News & World Report, "Tongue-tied in the schools." The author, Susan Headden, makes a compelling argument that bilingual education is a public policy failure that has been kept alive by bureaucratic inertia.

Ms. Headden's assessment of the program's effectiveness is unambiguous; she writes that "along with crumbling classrooms and violence in the hallways, bilingual education has emerged as one of the dark spots on the grim tableau of American public education."

The article goes on to show that current bilingual education programs are inadequate and actually counter-productive in helping new Americans and their children integrate into American society by learning English. Surveys have shown that today's immigrants want a chance for their children to learn English because it is the key to success in America.

Transitional bilingual education has failed to meet the test Congress established for it in 1978—namely, that it improves students' performance in English. The research evidence on transitional bilingual education indicates that it may, in fact, have a negative impact on students in these programs.

The first step we must take is to eliminate the bilingual education bureaucracy which has a vested interest in continuing along the same failed path. The money the Federal Government spends on bilingual education could be better spent on English classes for immigrants and intensive English instruction for their children. An afterschool program could do these children far more good than 6 years of a bilingual education program.

In the past, America has always been a shining example of how people from all corners of the world can live and work together in cultural harmony. This was the case because our country has enjoyed a common and unifying bond, the English language. We must preserve this bond to protect our future as a nation.

Bilingual education is a threat to that unity, because it doesn't help teach children English. That's why I introduced the Declaration of Official Language Act. In addition to declaring English our official language, H.R. 739 also seeks to repeal Federal mandates—like bilingual

education—which discourage the use of English. If my bill passes, the bilingual education boondoggle would cease to exist.

I hope you will heed this article's warning and join me today in the effort to refocus our country's educational efforts towards the goal of teaching children English quickly and effectively. We want all of our children to be fluent in the language of opportunity in our society, so that they too can take hold of their share of the American Dream. Cosponsor H.R. 739, the Declaration of Official Language Act. I ask that the full text of Susan Headden's article appear in the RECORD at this point.

[From the U.S. News and World Report, Sept. 25, 1995]

TONGUE-TIED IN THE SCHOOLS

(By Susan Headden)

Javier Sanchez speaks English like the proud American he is. Born in Brooklyn, N.Y., the wiry 12-year-old speaks English at home, and he speaks it on the playground. He spoke it in the classroom, too—until one day in the third grade, when he was abruptly moved to a program that taught him in Spanish all but 45 minutes a day. "It was a disaster," says his Puerto Rican-born mother, Dominga Sanchez. "He didn't understand Spanish." Sanchez begged the teacher to return her son to his regular class. Her request was met with amazement. "Why?" the teacher asked. "Don't you feel proud to be Hispanic?"

Along with crumbling classrooms and violence in the hallways, bilingual education has emerged as one of the dark spots on the grim tableau of American public education. Started 27 years ago to help impoverished Mexican-Americans, the program was born of good intentions, but today it has mushroomed into a \$10 billion-a-year bureaucracy that not only cannot promise that students will learn English but may actually do some children more harm than good. Just as troubling, while children like Javier are placed in programs they don't want and may not need, thousands more children are foundering because they get no help with English at all.

Bilingual education was intended to give new immigrants a leg up. During earlier waves of immigration, children who entered American schools without speaking English were left to fend for themselves. Many thrived, but others, feeling lost and confused, did not. Their failures led to Title VII of the Elementary and Secondary Education Act, which ensured supplementary services for all non-English-speaking newcomers to America.

ARMENIAN TO URDU

Significantly, the law did not prescribe a method for delivering those services. But today, of the funds used to help children learn English, 75 percent of federal money—and the bulk of state and local money—goes toward classes taught in students' native tongues; only 25 percent supports programs rooted in English. That makes bilingual education the de facto law of the land.

Historically, Hispanics have been the largest beneficiaries of bilingual education. Today, however, they compete for funding with new immigrant groups whose urge to assimilate some educators say, may be stronger. Further, not many school districts can offer classes in such languages as Armenian and Urdu. So for practical reasons, too, children of other nationalities are placed in English-based classes more often than children of Hispanics. The problem, as many see it, is that students are staying in native-language programs far too long. In a typical complaint, the mother of one New York

ninth grader says her daughter has been in "transitional" bilingual education for nine years. "We support bilingual education," says Ray Domanico of the New York Public Education Association. "But it is becoming an institutionalized ghetto."

LEARNING CHINESE

In theory, bilingual education is hard to fault. Students learn math, science and other "content" subjects in their native tongues, and they take special English classes for a small part of the day. When they are ready, ideally within three or four years, they switch to classes taught exclusively in English. The crucial advantage is that students don't fall behind in their other lessons while gaining competence in English. Further, supporters claim, bilingual education produces students fluent in two languages.

That would be great, if it were true. Too often it is not. What is sometimes mistaken for dual-language instruction is actually native-language instruction, in which students hear English for as little as 30 minutes a day. "Art, physical education and music are supposed to be taught in English," says Lucy Fortney, a third-grade teacher from Sun Valley, Calif. "But that is absolutely not happening at all."

Assignments to bilingual programs are increasingly a source of complaint. Many students, parents say, are placed in bilingual classes not because they can't understand English but because they don't read well. They need remedial, not bilingual, help. Others wind up in bilingual programs simply because there is no room in regular classes. Luz Pena says her third-grade son, born in America, spoke excellent English until he was moved to a bilingual track. Determined to avoid such problems with her daughter, she registered her for English kindergarten—only to be told the sole vacancies were in the Spanish class.

In some cases, the placements seem to defy common sense. In San Francisco, because of a desegregation order, some English-speaking African-Americans end up in classes taught partly in Chinese. Chinese-speakers, meanwhile, have been placed in classes taught partly in Spanish. Presented with evidence that blacks in bilingual programs scored well below other blacks on basic skills tests, school officials recently announced an end to the practice.

Whether a child is placed in a bilingual program can turn on criteria as arbitrary as whether his name is Miller or Martinez. In Utah, federal records show that the same test scores that identified some students as "limited English proficient" (LEP) were used to identify others as learning disabled. The distinction depended on the student's ethnic group: Hispanics were designated LEP, while Native Americans who spoke Navajo or Ute were labeled learning disabled. In New York City, where public schools teach children in 10 different languages, enrollment in bilingual education has jumped by half since 1989, when officials raised the cut-off on a reading test. Critics say that 40 percent of all children are likely to fail the test—whether they speak English or not.

Misplacement, however, is only part of the problem. At least 25 percent of LEP students, according to the U.S. Department of Education, get no special help at all. Other children are victims of a haphazard approach. In Medford, Ore., LEP students received English training anywhere from three hours a day, five days a week to 30 minutes a day, three days a week. The results? Of 12 former LEP students reviewed by education department officials, seven had two or more F's and achievement scores below the 20th percentile. Four more had D's and test scores below the 30th percentile. In Twin Falls,

Idaho, three high-school teachers had no idea that their students needed any help with English, despite their obvious LEP background and consistently failing grades.

Poorly trained teachers further complicate the picture. Nationwide, the shortage of teachers trained for bilingual-education programs is estimated at 170,000. The paucity of qualified candidates has forced desperate superintendents to waive some credentialing requirements and recruit instructors from abroad. The result is teachers who themselves struggle with English. "You can hardly understand them," said San Francisco teacher Gwen Carmen, in Duchesne, Utah, two teachers' aides admitted to education department inspectors that they had no college credits, no instructional materials and no idea what was expected of them.

What all these problems add up to is impossible to say precisely, but one statistic is hard to ignore. The high-school dropout rate for Hispanic students is nearly 30 percent. It remains by far the highest of any ethnic group—four times that of whites, three times that of blacks—and it has not budged since bilingual education began.

Although poverty and other problems contribute to the disappointing numbers, studies suggest that confining Hispanic students to Spanish-only classrooms also may be a significant factor. A New York study, published earlier this year, determined that 80 percent of LEP students who enrolled in English-immersion classes graduated to mainstream English within three years, while only half the students in bilingual classes tested out that quickly. A similar study released last fall by the state of California concluded that students stayed in native-language instruction far too long. It followed an independent investigation in 1993 that called native-language instruction "divisive, wasteful and unproductive."

Not everyone agrees. More than half of American voters, according to a new U.S. News poll, approve of bilingual education. Jim Lyons, executive director of the Bilingual Education Association, says the recent studies are flawed because they fail to measure mastery of academic content: "They don't even pretend to address the issue of the full education," he says. Learning English takes time, insists Eugene Garcia of the education department. "And it's well worth the wait."

PRACTICAL APPROACH

The alternative to native-language instruction is to teach children exclusively in English, pulling them out of class periodically for lessons in English as a second language. Lucy Fortney taught exclusively white American-born children when she started her career 30 years ago; now her classroom is almost entirely Vietnamese, Cambodian, and Armenian. "I can't translate one single word for them," she says, "but they learn English."

Today, bilingual education is creeping beyond impoverished urban neighborhoods to rural and suburban communities likely to expose its failings to harsher light. Until now, no constituency has been vested or powerful enough to force the kind of reforms that may yet come with civil-rights lawsuits. "Everybody's appalled when they find out about the problems," says Linda Chavez, one-time director of the Commission on Civil Rights and a dogged opponent of bilingual education, "but the fact is, it doesn't affect their kids." That may have been true in the past. But as a rainbow-hued contingent of schoolchildren starts filling up the desks in mostly white suburbia, it is not likely to be the case for long.